



NEVADA DEPARTMENT OF CORRECTIONS

EDUCATION SERVICES NEWSLETTER

Summer Edition/2009



CONGRATULATIONS GRADUATES

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SDCC



**High Desert Correctional Center
 High Desert State Prison**

*Keynote Speaker-Ms. Terri Janison, President
 CCSD Board of Trustees*



Southern Desert Correctional Center

*CCSD Principal Reid Kimoto, Executive Director Brad Waldron and
 Director Lorraine Alderman congratulate graduates*

"The man who graduates today and stops learning tomorrow is uneducated the day after."
~Newton D. Baker



"Quit now, you'll never make it. If you disregard this advice, you'll be halfway there."

-David Zucker

POMP AND CIRCUMSTANCE*

Unusual academic graduation ceremonies bring exceptional days of achievement to Southern Desert Correctional Center, High Desert Correctional Center and High Desert State Prison.

On the surface, they were like all other commencement ceremonies, all the pomp and circumstance, normally associated with graduations, the calling of names, acceptance of diplomas, and motivational speeches. But these graduation ceremonies were anything but typical. These caps and gowns replaced prison issued attire worn daily by the graduates.

During the past school year, over 800 inmates earned a GED and/or graduated from high school, twenty-five received an AA/AS degree from either Western Nevada College or College of Southern Nevada and hundreds completed vocational training programs while incarcerated in Nevada State prisons, correctional centers and camps. For many of these men and women it was the first graduation ceremony they had ever participated in. While preparing for their graduation ceremony, many students looked back at how they got here and where they are going. *"At that point in my life, I thought I was coming here to do time, not do algebra. When I think back to the days that I was selling dope, I'm surprised to think that could be me. There's so much distance between the person that entered this place and the man I am not. Now, I am a graduate and I am proud. My main goal is to show my son the importance of education. With me coming to prison, I don't want him to think, 'Oh, my dad just sits around' I want to be a better example,"* stated one graduate.

For inmates, academic achievement in prison is a way to turn their lives around and become better role models for their children. Criminal statistics suggest that a child is likely to follow a parent's path, no matter how destructive that path may be. Students opting for academic studies in our institutions are hoping to break this pattern and to use what they've learned behind bars to become productive and law abiding members of society once released.

* *Sir Edward Elgar composed Pomp and Circumstance* — the title comes from a line in Shakespeare's *Othello* ("Pride, pomp, and circumstance of glorious war!") — In 1901. But it wasn't originally intended for graduations. Elgar's march was used for the coronation of King Edward VII. It first became associated with graduations in 1905, when it was played when Elgar received an honorary doctorate from Yale University in 1905, but it was played as a recessional, not as a processional, at the ceremony." After Yale used the tune, Princeton used it, the University of Chicago [and] Columbia. "Then eventually... everybody started using it. It just became the thing that you had to graduate to."

DEVELOPMENT OF CORRECTIONAL EDUCATION IN THE UNITED STATES

The importance of prisoner education in the United States has been recognized for over 200 years. Educational programs were introduced in the first prison in the United States – Walnut Street Jail – in 1798. The first schools in prisons were known as “Sabbath schools” and focused on moral and religious instruction. Despite initial support for correctional education, support for such programs changed as the philosophy of punishment shifted from rehabilitation to crime control.

By the 1820s, state legislative members began to argue that prisons had become too lenient. Consequently, correctional education fell out of favor. Sentiments shifted again at the end of the 19th century alongside the rise in popularity of the Reformatory model that emphasized education and training. Secular courses such as history, astronomy, geography, physiology, and physical education became incorporated into correctional education.

The 1970s were considered the “Golden Age” of correctional education. During this period, education was regarded as the most important tool for successful rehabilitation. Adult Basic Education (ABE) and General Education Development (GED) programs flourished alongside vocational training programs and postsecondary academic programs. However, by the 1980s support among the public and policy makers for correctional education once again declined and funding for education in prison suffered dramatic cuts.

Despite recent support for basic education and skill development, public backing for postsecondary education has always been indecisive. From the 1970s through the early 1990s, a strong college presence existed in prisons across the country. However, providing prisoners the opportunity to earn a college degree was seen by many as rewarding individuals who were undeserving. Lack of public support and the fear of appearing soft on crime led Congress to eliminate prisoner eligibility for Federal Pell educational grants as part of the Violent Crime Control and Law Enforcement Act of 1994. Within one year of eliminating Pell Grant access to prisoners, participation in postsecondary correctional education programs dropped 44 percent.

CHRONOLOGY OF CORRECTIONS EDUCATION

1789: Correctional Education Movement in the United States began with clergyman William Rogers offering instruction to inmates at Philadelphia’s Walnut Street Jail.

1816: Elizabeth Fry began teaching women inmates and their children to read in London’s Newgate Gaol [Jail]. This example later served as a model for American women prison reformers.

1820s: Rival penitentiary plans were put into effect: The Auburn (New York) Plan had inmates sleep alone but come together to work. The Pennsylvania Model kept prisoners in solitary confinement for the entire period of their incarceration.

1820s & 1830s: American women concerned themselves with the plight of female prisoners during the Second Great Awakening, which popularized perfectionist theology, advocating the possibility of individual and social salvation.

1825: The first institution for juvenile delinquents, the New York House of Refuge, opened its doors. Prior to this, children were often housed with adults in prisons.

1826: Jared Curtis became the first chaplain of New York’s Auburn Prison. He gave 160 students in 31 classes Bible instruction.

1824-1837: During the period surrounding and including Andrew Jackson’s presidency, Americans believed that crime was posing a fundamental threat to the stability and order of republican society. This gave way to the Rehabilitative Ideal: the notion that an individual’s behaviors could be changed through rehabilitative efforts.

1833: The Boston Prison Discipline Society created the Sabbath School Movement, which had 700 tutors in 10 prison schools instructing 1,500 scholars (prisoners).

1833: During the same year, the chaplain remarked that while being a male convict there was tolerable, to be a female convict [there] would be a fate worse than death.



**Walnut Street Jail
1798**

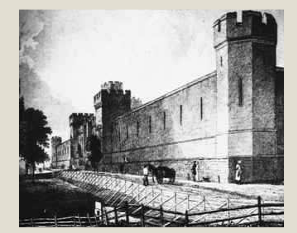


**Auburn Penitentiary
1821**

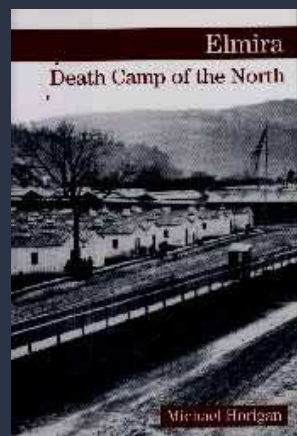


**The ominous walls of
the original Sing Sing
Prison were
constructed in 1825 by
inmates from Auburn
prison.**

**Located in the town of
Ossining, New York,
United States.
Ossining's original
name, "Sing Sing", was
named after the Native
American Sinck Sinck
tribe from whom the
land was purchased in
1685.**



Eastern State Penitentiary 1829 was designed to intimidate prisoners by its appearance.



Elmira Prison, 1877 New York



Leavenworth, Kentucky 1910

1846: In England, corrections educator Mary Carpenter opened her first Ragged School : a charitable school dedicated to teaching poor children literacy skills, so that they could read the Bible. Carpenter became renowned for her work with juvenile offenders and her early influence on the field of correctional education.

1860s: Dorothea Dix surveyed 320 penal institutions and almshouses (poorhouses) up and down the Atlantic seaboard in an effort to learn about and document the inmates' living conditions. Her findings indicated that extensive prison reform was needed.

1864: Hannah B. Chickering, together with several of her contemporaries, opened the Dedham Temporary Asylum for the Discharged in Massachusetts.

1867: Enoch Wines and Theodore Dwight were commissioned by the New York Prison Association to conduct a nationwide survey and evaluation of penal methods. Their Report on the Prisons and Reformatories of the United States and Canada called for changes to the prison system.

1869: The first statutory provision for separate male and female prison institutions was passed.

1870: Governor Rutherford B. Hayes (later 19th president of the United States) welcomed 130 wardens, chaplains, judges, and humanitarians to the Cincinnati National Prison Congress to begin the work that would later be termed the beginning of the country's prison reformatory movement.

1873: The first Women's Prison opened its doors in Indiana. Two types of penal institutions were established for women: the traditional penitentiary model was based on custodial and punitive measures; and the model that emphasized reform was based on the notion of reforming and rehabilitating inmates.

1876-1900: Zebulon Brockway became Superintendent at the Elmira Reformatory in New York . He set a pioneering example for the social, academic, vocational, and special education of prisoners.

1877: The second Reformatory for Women opened in Framingham , MA . Clara Barton, best-known for founding the American Red Cross in 1881 at the age of 60, was Superintendent for the year 1883. She accepted the position only after the governor threatened to give the position to a man, which challenged the notion that women's reformatories be run solely by and for women.

1897: Construction of the first federal prison began in Leavenworth, Kentucky . It would take 30 years to complete.

1901-1929: Progressive Era included a focus on prison reform and an emphasis on educating prisoners.

1900-1914: Katharine Bement Davis, superintendent of Bedford Hills [New York] Reformatory for Women, was the first female superintendent to attempt adapting school education to the particular needs of the reformatory population, thereby setting an example for other reformatories.

1914: Davis was the first woman named head of the New York City Department of Correction.

1913: Thomas Mott Osborne posed as the prisoner Tom Brown in Auburn Prison to learn first hand the conditions. Later that year he became the chairman of the commission established to reform the New York penal system. He established a system of self-government run by and for the inmates called the Mutual Welfare League at the Auburn Prison in New York State .

1914: Osborne was appointed warden of Sing Sing Prison, where he organized another Mutual Welfare League.

1928-1968: Edna Mahan's tenure as Superintendent of Clinton Farms in New Jersey spanned these years. Her educational work with female inmates is considered exemplary.

1929: Opposition from correctional officers and politicians brought about Osborne's departure from Sing Sing Prison and the collapse of the Mutual Welfare League.

1929: The Federal Bureau of Prisons turned rehabilitation into a legislated policy concerned with developing an effective classification system and individualized decisions regarding discipline and treatment.

1931: Austin MacCormick founded the Correctional Education Association. The professional organization is still in existence.

1931: MacCormick completed a survey of 110 of 114 correctional programs for adults. His results were published in the seminal book The Education of Adult Prisoners : A Survey and a Program.

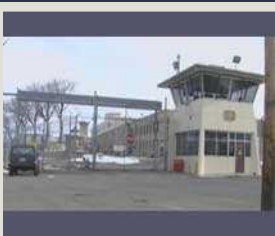


Attica Prison under construction 1930



THE WARM SPRINGS HOTEL 1860

The Warm Springs Hotel was used by Nevada's First Territorial Legislature as a meeting place in 1861. In 1862, the hotel was leased by Nevada Territory and used for holding prisoners. Two years later, the property was purchased and became the State Prison. During 1867, the hotel was destroyed by fire. Present prison facilities occupy the ground where the hotel was situated. Nevada's Lieutenant Governors were also Wardens of the State Prison. In 1872 Lieutenant Governor Denver refused to yield the prison to the new Lieutenant Governor P.C. Hyman, causing the Governor to send 60 men and artillery to force him to do so – he did peacefully surrender.



Nevada State Prison 2007

1932-1957: Dr. Miriam Van Waters' tenure as Superintendent at the Reformatory for Women in Framingham, MA, spanned these years. The reformatory made education one of its central tenets. She banned the term "prisoner" and had the inmates officially called "students."

1937: The Journal of Correctional Education was founded.

1946-1962: The murder rate decreased 6.9 percent, which gave foundation to rehabilitative optimism.

1954: The American Prison Association changed its name to the American Correctional Association and encouraged its members to redesignate their prisons as "correctional institutions."

1955: An international rehabilitative emphasis was formalized in the United Nations Minimum Rules for the Treatment of Prisoners.

1950s & 1960s: The Prisoners' Rights Movement began during this period. Prisoners sought enforcement of their constitutional rights through the writ of habeas corpus and the Civil Rights Act.

1960s: The Chino Experiment in California followed a therapeutic community method designed to change the antisocial behavior of offenders. The prison became a community center for special training, work release, and family contacts.

1965: The Survey for the President's Commission on Law Enforcement and Administration of Justice, carried out by the National Council on Crime and Delinquency, found that many institutions were brutal and degrading and did nothing to prepare prisoners for re-entry.

1965: The Texas Prison College system was established, along with an emphasis on higher education for inmates.

1970s: A movement arose to oppose and discredit the rehabilitative approaches because of the belief that the therapeutic model of rehabilitation led to the abuse of intrusive therapies.

1971: Inmate uprising at Attica [New York] prison resulted in the deaths of 11 prison employees and 32 unarmed prisoners. All of the prisoners and four of the employees killed were killed by gunfire as the authorities reclaimed the prison.

1970-1994: Mandatory and minimum sentencing practices led to the doubling and redoubling of incarceration rates.

1993 & 1994: The Violent Crime Control and Law Enforcement Act of 1993 and the Higher Education Reauthorization Act of 1994 eliminated Pell Grant Funding for prisoners, prompting many college programs for prisoners to shut down.

1980s & 1990s: A new category of prisons was established: private prisons, built and sometimes operated by for-profit corporations under contract to the federal and/or state government.

1995-2004: A conservative approach to the treatment of prisoners, with an emphasis on increased severity of punishment, reintroduction of capital punishment, lengthening of prison terms, and continued incarceration for drug-related offenses.

2004-2006: The diversion of low-level drug offenders from prison to drug treatment programs.

2007: The Second Chance Act passed providing grants to state and local governments for reentry projects, and for the establishment of a National Adult and Juvenile Offender Reentry Resource Centers.

2008: Grants to States for Workplace and Community Training: The Incarcerated Individual Program raised inmate eligibility for college tuition and books to age 35.

New addition to the newsletter: Each quarter a best practice and/or innovative education program for inmates will be highlighted. Your thoughts on these programs and ideas for implementing similar programs will allow us to continually improve our Educational Services.

Next issue: **INSIDE-OUT PROGRAM**-A dynamic partnership between institutions of higher learning and correctional systems in order to deepen the conversation about and transform our approaches to understanding crime, justice, freedom, inequality, and other issues of social concern.

Newsletters are posted on our website: www.doc.nv.gov